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ABSTRACT

This report is a publication of the Hispanic Community Mobilization for Dropout Prevention (HCMDP) project, a two-year demonstration program of the ASPIRA Association, Inc. Institute for Policy Research. The project's goals are to create Hispanic community awareness of the Hispanic students' educational problems, and to provide Hispanic parents with practical information to help them more effectively participate in their children's education and improve their children's chances of educational success. The reports present one-page fact sheets summarizing data on Latino education for the following U.S. communities: (1) Wilmington (Delaware); (2) Dade County (Florida); (3) Chicago (Illinois); (4) Newark and Camden (New Jersey); (5) New York (New York); (6) Philadelphia (Pennsylvania); (7) Canovanas and Carolina (Puerto Rico); (8) San Antonio (Texas); (9) Washington (D.C.); and (10) Milwaukee (Wisconsin). Each fact sheet includes data on some of the following subjects: (1) percentage of Hispanics among the total population; (2) economic status and poverty of Hispanics; (3) Hispanic student enrollment percentages; (4) Hispanic student dropout rates; (5) comparative ethnic and racial dropout rates; (6) student-teacher racial/ethnic ratios; (7) comparative statistics on educational attainment among Hispanics, Blacks, and Whites; (8) percentage of limited English proficiency (LEP) students by ethnicity and race; and (9) availability of bilingual education and English as a second language (ESL) programs. Each fact sheet includes one chart or graph illustrating statistical information. (AF)

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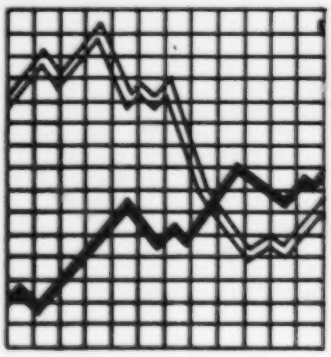

Facing the Facts

HISPANIC DROPOUTS IN TEN URBAN COMMUNITIES

Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project

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Major funding for the Hispanic Community Mobilization for Dropout Prevention project was obtained through U.S. Department of Education grant number S201D80010-89. The Anheuser-Busch Companies provides core funding for the ASPIRA Institute for Policy Research, which houses this project.

This publication, *FACING THE FACTS: Hispanic Dropouts in Ten Urban Communities,* is available for $4.00 from ASPIRA National Office Publications, 1112 16th Street, NW, Suite 340, Washington, DC 20036. To obtain a listing of National Office publications, write Elizabeth Weiser Ramírez at the above address.[5]

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Introduction

FACING THE FACTS: Hispanic Dropouts in Ten Urban Communities is a collection of facts that portray a grim picture of Latino education in the United States. The population of the ten communities selected for this report have large concentrations of Latinos. They are communities in which ASPIRA has been involved through the Hispanic Community Mobilization for Dropout Prevention project. Some of these communities (Dade County, Florida; Chicago, Illinois; Newark and Camden, New Jersey; New York City; Philadelphia, Pennsylvania; Carolina and Canóvanas, Puerto Rico) also receive ongoing services from ASPIRA.

The data presented confirm facts that we know: that there is a shortage of bilingual and Latino teachers and counselors even as Latino students make up a growing number of elementary and secondary school students, that more Latinos live below the poverty line, and that schools which Latinos attend are often overcrowded. Not surprisingly, the data also show that Latino students continue to lag behind academically, obtaining lower grade point averages and dropping out of school at higher rates than any other major ethnic group.

These are not new facts, but they are current facts from recent studies. They hopefully impress upon the reader the urgency of a crisis which ASPIRA has been working to address for over 28 years.

These data do present a grim picture. They do not, however, say anything about the many community organizations, such as ASPIRA, that work to improve this picture by assisting students to reach their potential, helping parents to become involved, and advocating for needed changes in the schools.

Much remains to be done. The current interest of the business community, state and local governments, and the philanthropic sector in educating the nation's future workforce is a hopeful sign. Perhaps now the demands of Latino communities--who in every poll taken identify education as their most urgent priority--will be heeded as we continue to struggle to improve our children's futures.

Janice Petrovich

Janice Petrovich, Ed.D.
National Executive Director

About the ASPIRA Hispanic Community Mobilization for Dropout Prevention project

The ASPIRA Association, Inc. Institute for Policy Research has been involved since its inception in assessing community needs and studying dropout prevention. In 1988, ASPIRA undertook a national demonstration project which combines these two pursuits. The project, funded by the U.S. Department of Education, mobilizes the Hispanic community to improve their children's chances of educational success.

The two-year Hispanic Community Mobilization for Dropout Prevention (HCMDP) project focuses on creating community awareness and providing practical information to Hispanic parents to help them be more effective participants in their children's education. *FACING THE FACTS* is one of several publications of the project targetted to parents and policymakers.

The project is a collaborative effort between ASPIRA Associates and other Hispanic community based organizations. ASPIRA Associates in Miami, Florida; New York, New York; Camden, New Jersey; Chicago, Illinois; Philadelphia, Pennsylvania; and Carolina, Puerto Rico have been joined by the United Community Center in Milwaukee, Wisconsin; the Intercultural Development Research Association in San Antonio, Texas; the Latin American Community Center in Wilmington, Delaware; and, in Washington, D.C., a collaboration with the University of the District of Columbia.

For more information on the ASPIRA HCMDP project contact Elena Pell, Project Director, ASPIRA Association National Office, 1112 16th Street, NW, Suite 340, Washington, DC 20036.

Acknowledgements

We would like to thank the research consultants for the Hispanic Community Mobilization for Dropout Prevention project who compiled the information on their communities: Basil Buchanan (Washington, DC), Felix Cruz (Dade County), Elsie Davila (Puerto Rico), Manuel Guillot (Chicago), Jeanne Habib (Camden and Newark), Vivian Medina (New York), Oscar Mireles (Milwaukee) Mary Helen Napoles and María del Refugio Robledo (San Antonio), Daisy Rios (Philadelphia), and Margarita Rodríguez (Wilmington).

Table of Contents

1. Introduction
2. The ASPIRA Hispanic Community Mobilization for Dropout Prevention project
3. FACING THE FACTS: Wilmington, Delaware
4. FACING THE FACTS: Dade County, Florida
5. FACING THE FACTS: Chicago, Illinois
6. FACING THE FACTS: Newark & Camden, New Jersey
7. FACING THE FACTS: New York, New York
8. FACING THE FACTS: Philadelphia, Pennsylvania
9. FACING THE FACTS: Canóvanas and Carolina, Puerto Rico
10. FACING THE FACTS: San Antonio, Texas
11. FACING THE FACTS: Washington, D.C.
12. FACING THE FACTS: Milwaukee, Wisconsin
13. Participating Organizations
14. What is ASPIRA and the ASPIRA Institute for Policy Research?

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HISPANIC COMMUNITY MOBILIZATION FOR DROPOUT PREVENTION

Facing the Facts

Wilmington, Delaware

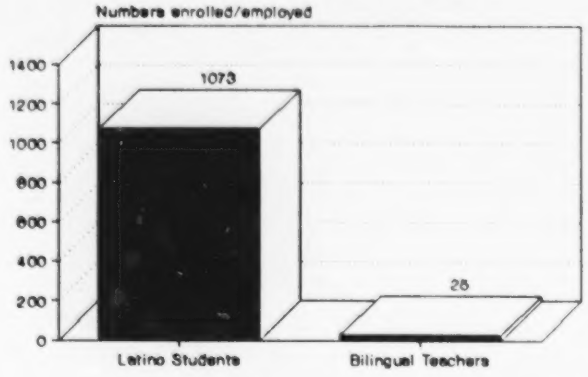
» In 1980, there were 3,424 Hispanics in Wilmington--4.7% of the total population. 48.7% of the population was black, 43.0% was white, and 3.6% was from other groups (U.S. Census Bureau, 1980).

» Over one-third (36%) of these Hispanics lived below the poverty line. Their median family income was $9,324, lower than either that of blacks ($10,283) or whites ($13,179) (U.S. Census Bureau, 1980).

» Wilmington Hispanics receive less than their share of public housing assistance. Hispanics represent 2.9% of all families receiving such assistance, even though they make up 4.7% of the population and one-third live in poverty (Wilmington Housing Authority, 1989).

» Latino students made up 4.1% of the total public middle and high school population of 26,187 young people during the 1987-88 school year (State Department of Public Instruction, 1988).

Bilingual Teacher Availability
Wilmington Public Schools, 1988



» The Hispanic high school dropout rate on average was approximately 11.5% in the 1987-88 school year. The overall dropout rate for Wilmington public high schools was approximately 6.1%. In the one high school which has a majority of non-white students, the Hispanic dropout rate was 22.7% that year (State Department of Public Instruction, 1988).

» The percentage of Hispanic students enrolling in private or parochial schools in the 1987-88 school year was 1.7%. These schools enrolled 88.5% white students, 7.6% black students, and 2.2% other students (State Department of Public Instruction, 1988).

» There were 25 bilingual teachers in the school district in the 1987-88 school year. The ratio of students to bilingual teachers was 43 to 1 (State Department of Public Instruction, 1988).

» Data are not available on the different ethnic groups that make up Wilmington's Hispanic population.

"FACING the FACTS: Wilmington, Delaware" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with the Latin American Community Center, Wilmington. Data were compiled by Margarita Rodriguez. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989.

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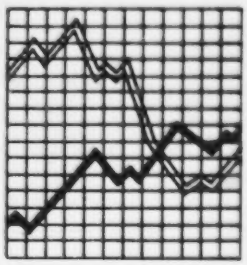
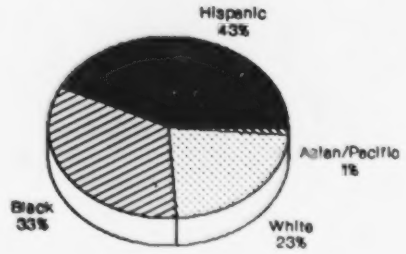


Facing the Facts

Dade County, Florida

87-88 Enrollment by Ethnicity
Dade County Public Schools



Data from Statistical Abstract 1987-88, DCPS Office of Educational Accountability, March 1988

» The population in Dade County was 1,750,000 in 1984. Twenty-four percent of the population of Hialeah, and 21% of Miami, are under age 18 (U.S. Census Bureau, 1985).

» Dade County is 36% Latino, ranging from 74% in Hialeah to 22% in Miami Beach. The city of Miami is 56% Latino (U.S. Census Bureau, 1985).

» During the 1987-88 school year, 254,235 students were enrolled in Dade County Public Schools, a 14.5% increase since 1982. Forty-three percent of these students were Hispanic, 33% were black and 23% white (DCPS Office of Educational Accountability, 1988).

» Enrollment in bilingual programs increased rapidly from 1985 to 1988, particularly in secondary schools. The enrollment in English for Speakers of Other Languages increased by 26%, while Spanish as a Foreign Language enrollment increased by 25% (DCPS Division of Bilingual/ Foreign Language Instruction, 1988).

» Of the general population in Dade County, 36% has not attained a complete high school education by age 25. Among Hispanics, 46% have not graduated from high school and only 13.6% have graduated from college. (U.S. Census Bureau, 1989).

» Official yearly dropout rates fell from 1984 to 1987, particularly for blacks and Hispanics. Black dropout rates fell from about 10% to slightly over 8%, while the rate for Hispanics fell from 10% to slightly less than 8% (DCPS Office of Educational Accountability, 1988).

» For the three years from 1984 to 1987, the overall cumulative dropout rate was approximately 23% (15,855 dropouts out of approximately 70,000 students) (DCPS Office of Educational Accountability, 1988).

» The five schools with the largest numbers of Hispanic students in 1988 were: Miami Senior H.S., Miami Coral Park H.S., Hialeah Senior H.S., Southwest Miami H.S., and South Miami H.S. These five schools enrolled 11,130 Hispanic students (10%) (DCPS Office of Educational Accountability, 1988).

"FACING the FACTS: Dade County, Florida" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with ASPIRA of Florida, Inc. Data were compiled by Felix Cruz. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in Dade County, contact ASPIRA of Florida, 2902 SW Second Avenue, Miami, FL 33127.

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Facing the Facts

Chicago, Illinois

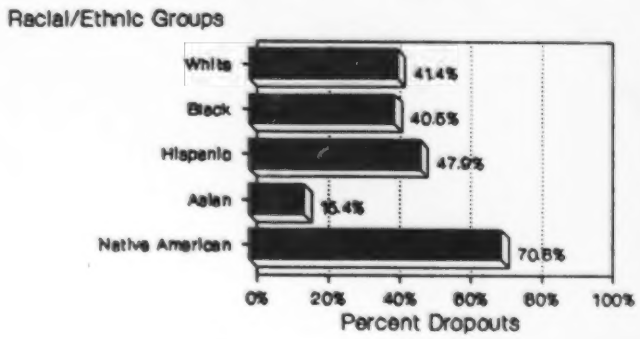
» Chicago's Hispanic community is its fastest-growing ethnic group. In 1980 Hispanics comprised 14.1% of the city's three million people. Hispanics are projected to comprise 20.3% of the population in 1990 (Latino Institute, 1986).

» In 1983, 24% of all Hispanics were living below the poverty level, compared to 11% of whites and 32% of blacks (Chicago Department of Planning, 1983).

» There were 410,230 students enrolled in the Chicago public schools in 1988. Of these, 59.7% were black, 24.9% were Hispanic, 12.4% were white, and 3% were from other groups (Chicago Board of Education, 1988).

» Hispanics made up 26% of the elementary school students and 21.8% of the secondary school students in Chicago in 1988 (Chicago Board of Education, 1988).

Dropout Rates, Class of 1986
Chicago Public Schools



Data from Chicago Panel on Public School Policy and Finance, 1988.

» Hispanic students are broken down ethnically as follows: 65.4% Mexican, 27.3% Puerto Rican, 0.7% Cuban, and 6.5% other Hispanic (Chicago Public Schools, 1988).

» In 1983, there were 62 public four-year high schools in Chicago. In 40 of them, minorities made up over 80% of the student body. In 26 schools, black students made up 99-100% of the school's enrollment (Designs for Change, 1985).

» The school with the highest concentration of Hispanic students was Juarez High School, which was 94.6% Hispanic (Designs for Change, 1985).

» In 1987, the overall citywide dropout rate for students who had entered high school in 1981 was 44.9%. For students in the four high schools with Hispanic enrollment over 75%, the median dropout rate was 52.6% (Chicago Board of Education, 1987).

» In these same four high schools, the average percentage of students from low-income families was 69% (Illinois State Board of Education, 1988).

"FACING the FACTS: Chicago, Illinois" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with ASPIRA of Illinois, Inc. Data were compiled by Manuel Guillot. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in Chicago, contact ASPIRA of Illinois, 1567 N. Milwaukee Avenue, Chicago, IL 60622.

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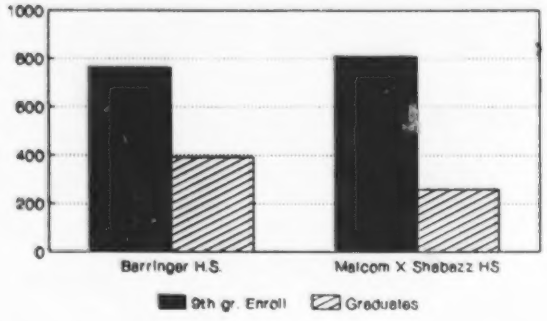
Facing the Facts

Newark & Camden, New Jersey

- Latino families comprised 15.6% of the total population in Newark in 1980. 25.5% lived below the poverty level (U.S. Census Bureau, 1980).
- The median age for Hispanics in Newark is 21, while the median age for the total population is 27 (U.S. Census Bureau, 1980).
- 21.5% of secondary school students in Newark are Hispanic. 69% are black and 8.5% are white. Total secondary school enrollment is 13,786 students (Newark Board of Education, 1988).
- Per pupil expenditures in suburban schools averaged $4,794, while in urban schools, where the great majority of Latino children reside, it was $3,101 (Abbott v. Burke, Education Law Center, 1989).
- The official dropout rate for Hispanic students is 11.1% (Newark Board of Education, 1988). However, this includes only students who officially withdraw from school. A recent ASPIRA study found the dropout rate for Hispanic students to be at 45% (ASPIRA Five Cities High School Dropout Study: Information for Users, 1989).
- In 1988 there were 214 bilingual and 119 ESL teachers to serve 4,338 bilingual education students, for a student:teacher ratio of 13:1. For high school students, this ratio was 17:1 (Newark Board of Education, 1988).
- Camden schools enrolled 6,582 Hispanic students in 1988, 34.4% of the total population (Camden Board of Education, 1988).
- There were 25 bilingual education teachers in Camden in 1988. The ratio of students to bilingual teachers was 52:1 (Camden Board of Education, 1988).
- In the total Camden school district, there are three bilingual counselors (Camden Board of Education, 1988).

Attrition: 9th grade to h.s. graduation in 2 schools with many Hispanic students



Data from "A Brief Study of Urban Dropouts vs. Urban Dropouts," by Evelyn Ogden, 1988.

"FACING the FACTS: Newark and Camden, New Jersey" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with ASPIRA of New Jersey. Data were compiled by Jeanne Habib. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in New Jersey, contact ASPIRA of New Jersey, 390 Broad Street, Newark, NJ 07104.

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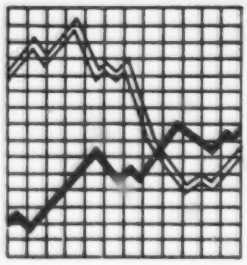
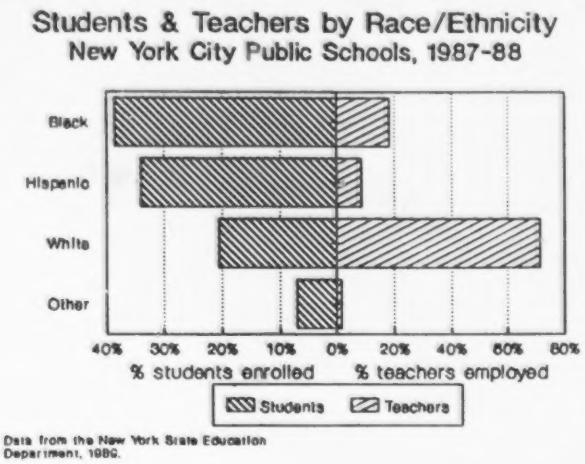


Facing the Facts

New York, New York



Data from the New York State Education Department, 1988.

» The population of New York City in 1980 was 7,071,639--46.1% white, 24% black, 23.3% Hispanic, 4.4% Asian, and 2.2% other (City of New York, 1987). Puerto Ricans made up 61% of the Hispanic population (U.S. Census Bureau, 1980).

» 41.4% of all Hispanics in NYC lived below the poverty line, a higher percentage than any other group (Rosenbery, 1987).

» Among adults, 45% of Puerto Ricans, 66% of blacks, and 76% of whites in NYC had a high school degree (Rivera, 1988).

» Student enrollment in NYC public schools in the 1987-88 was 20.5% white. Among teachers, however, 71.5% were white (NYC Board of Education, 1988).

» Although estimates of Hispanic dropout rates reach 50% (ASPIRA of New York), the official estimate is 31% (NYC Board of Education, 1988).

» In 1987-88, Hispanics made up 29.5% of high school enrollment, and 39.1% of high school dropouts. Blacks made up 39.9% of enrollment and 39.2% of dropouts; while whites made up 22.5% of enrollment and 16.9% of dropouts (NYC Board of Education, 1989).

» An estimated 62,038 Latino students are limited-English proficient (LEP)--49,531 in elementary and middle schools, and 12,507 in high schools (Reyes and Medina, 1989).

» 42,309 (68%) of LEP Latino students were placed in bilingual programs in 1988. 17,817 (29%) were in ESL-only programs, and 1,912 (3%) were not placed in any programs. In addition, 6,306 Latino students were never tested to determine their English proficiency (Reyes and Medina, 1989).

» During the 1986-87 school year, 49% of overcrowded and 63% of intensely overcrowded elementary and middle schools had predominantly Latino student populations. In addition, 32% of overcrowded and 48% of intensely overcrowded high schools had predominantly Latino populations (New York State Education Department, 1989).

"FACING the FACTS: New York, New York" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with ASPIRA of New York, Inc. Data were compiled by Vivian Medina. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in New York, contact ASPIRA of New York, 332 E. 149th Street, Bronx, NY 10451.

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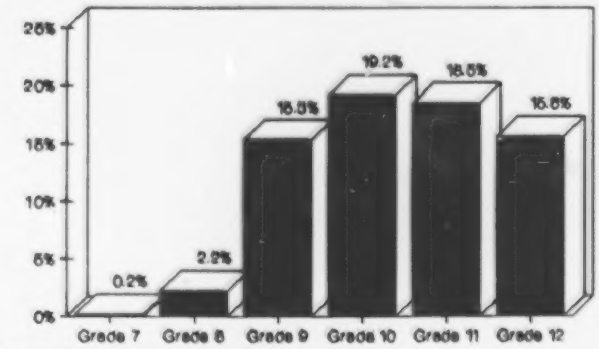
Philadelphia, Pennsylvania

Percent of Hispanic Dropouts 15-21
Philadelphia Public Schools



Data from "Hispanic Employees in School District of Philadelphia," School District of Philadelphia, July 8, 1989

» The estimated Hispanic population in Philadelphia is 90,000 to 160,000, or 5-8% of the city's population. 74% of these Hispanics are Puerto Rican (Rivera, Hartman, Morris, 1984).

» Among the Puerto Rican population, 48% of the men, 54% of the women, and 60% of the children live in poverty (Institute for Public Policy Research, 1985).

» In 1988-89, the Hispanic student enrollment in the School District of Philadelphia totaled 17,812, or 9.3% of the total student enrollment. 52% of Hispanic students are concentrated in 16 of the 244 total schools (Pennsylvania Department of Education, 1989).

» Between 9th and 12th grades, an average of 17.2% of the Hispanic students drop out each year. In comparison, 13.7% of the black students and 9.9% of the white students drop out each year from 9th to 12th grades (The School District of Philadelphia, 1989).

» Seventy percent of Puerto Ricans over age 25 have not graduated from high school, compared to 50% of blacks, 44% of other Hispanics, and 43% of whites (Institute for Public Policy Research, 1985).

» Eighty-three percent of regular Hispanic students in grades 3, 5, and 8 in the Philadelphia School District are classified as in need of remedial instruction in reading or math, or both (Anliot, 1986).

» The school district employs 30,000 employees. Of these, 476 (1.6%) are Hispanic. Among these Hispanics, only 27% are teachers and 4% are administrators (The School District of Philadelphia, 1989).

» At the one high school (Edison) and two junior high schools (Stetson and Clemente) which are majority Hispanic, Hispanics make up 64% of the students but only 7.7% of the staff. 52.7% of the families of students at these schools receive Aid to Families with Dependent Children (AFDC) (Superintendent's Management Information Center, 1988).

"FACING the FACTS: Philadelphia, Pennsylvania" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with ASPIRA of Pennsylvania, Inc. Data were compiled by Daisy Rios. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in Philadelphia, contact ASPIRA of Pennsylvania, 526 West Girard, PA 19123.

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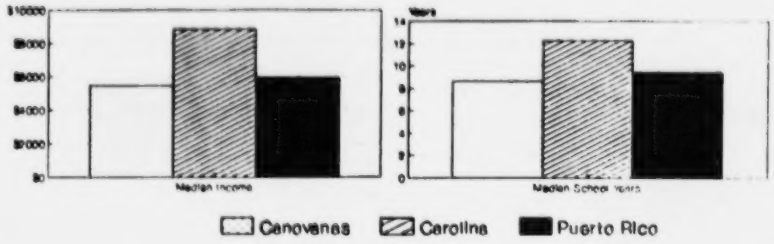
Facing the Facts

Puerto Rico

Median Income and Years of Schooling Canovanas and Carolina, 1980



Data from the Junta de Planificacion de Puerto Rico, 1988, and US Census Bureau 1980.

- The total population of Puerto Rico in 1986 was 3,273,600 (Junta de Planificacion de Puerto Rico, 1988).
- In 1979, nearly two-thirds of the population had incomes below the federal poverty level, compared to one-eighth of the total U.S. population. Per capita income in 1988 was 47% that of Mississippi, the state with the lowest income level (U.S. General Accounting Office, 1989).
- Federal disbursements to Puerto Rico increased from $2.9 billion in 1979 to $4.2 billion in 1988. Transfer payments to individuals, such as earned pensions, welfare, and social security entitlements, comprised 21.4% of Puerto Rico's personal income in 1988. In the states, transfers to individuals were about 13.7% of personal income in 1988 (U.S. General Accounting Office, 1989).
- Fifty-one percent of the population was under 25 years of age in 1980 (U.S. Census Bureau, 1980). In 1986, 25% of the population was enrolled in primary or secondary school, with 53% of these in grades 1-6 ((Junta de Planificacion de Puerto Rico, 1988).
- Spending on education accounted for 16% of Puerto Rico's 1989 budget of $9.8 billion (U.S. General Accounting Office, 1989).
- Out of every 100 students starting first grade in the public schools, only 51 graduate from high school 12 years later (Department of Education of Puerto Rico, 1989).
- In 1987, 59.4% of dropouts were males aged 15-19 who left school between 7th and 10th grades. Nearly 67% of the dropouts came from rural areas (Departamento de Instruccion Publica, 1987).
- The median number of years of education for the island as a whole was 9.4 years in 1980 (U.S. Census Bureau, 1980). However, from 1970 to 1987, the percentage of persons 18-24 years old attending college more than doubled, from 17% to 40% (U.S. General Accounting Office, 1989).

"FACING the FACTS: Puerto Rico" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with ASPIRA of Puerto Rico, Inc. Data were compiled by Elsie Davila. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in Puerto Rico, contact ASPIRA de Puerto Rico, Apartado 29132, Estacion 65 de Infanteria, Rio Piedras, PR 00929.

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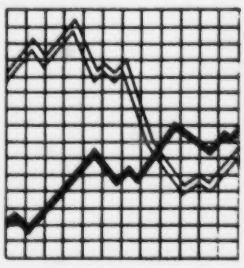
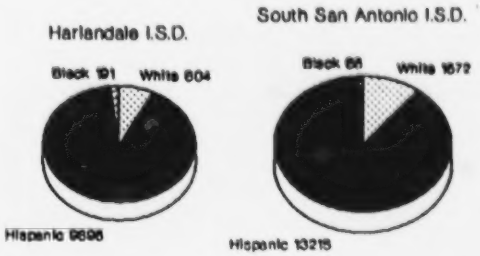


Facing the Facts

San Antonio, Texas

Ethnic Composition, 1988-89
Selected San Antonio school districts



Data from the Harlandale and South San Antonio Independent School Districts, 1988.

» The population of San Antonio is 951,000 (City of San Antonio, 1989). 40,200 (4.2%) of its residents who are between the ages of 16 and 24 do not have a high school diploma and are not currently in school. Of these, 29% are Hispanic (IDRA, 1983).

» The area has 13 independent school districts, each with its own school board. Poor Hispanic students are concentrated in two of them, Harlandale and South San Antonio. Both of these school districts are located within Council District 4, a low-income area of southern San Antonio which is 88% Hispanic (IDRA, 1983).

» The enrollment in the Harlandale I.S.D. is 88% Hispanic (13,218 students). The enrollment in the South San Antonio I.S.D. is 91% Hispanic (9,896 students). The enrollment of the two school districts combined is also 9% white, 1% black, and .3% other (Harlandale and South San Antonio I.S.D.s, 1989).

» Fourteen percent (2,111 students) of the Harlandale school district were identified as limited-English proficient in the 1987-88 school year. Of these, only 1,414 (67%) were receiving services (Harlandale I.S.D., 1988).

» Harlandale had 125 bilingual teachers in 1988, for a bilingual student/teacher ratio of 11:1 (Harlandale I.S.D., 1988).

» The official yearly dropout rates for the two high schools in the Harlandale school district in 1988 were 8.8% for Harlandale High School and 7.3% for McCollum High School (Harlandale I.S.D., 1988).

» In the state of Texas, the overall three-year attrition rate for the class of 1986 was 33%. For Hispanics, this rate was 45% (IDRA, 1986).

» Approximately 46% of the 1988 graduating class in the Harlandale school district reported having plans to attend college (Harlandale I.S.D., 1988).

"FACING the FACTS: San Antonio, Texas" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with the Intercultural Development Research Association (IDRA). Data were compiled by Maria del Refugio Robledo and Mary Helen Napoles. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information about Hispanic community involvement in dropout prevention in San Antonio, contact IDRA, 5835 Callaghan Road, San Antonio, TX 78228.

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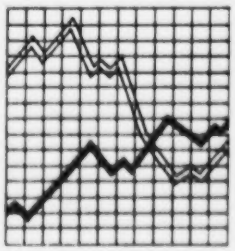
HISPANIC COMMUNITY MOBILIZATION FOR DROPOUT PREVENTION



Facing the Facts

Washington, D.C.

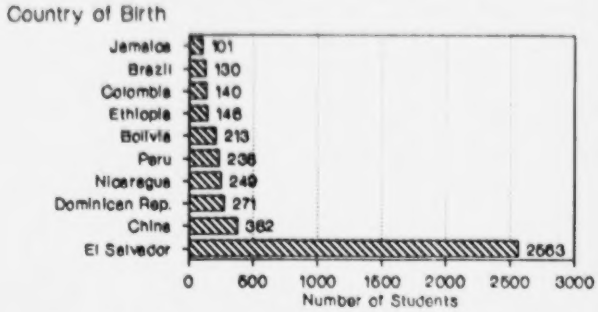
» The District of Columbia has one of the highest concentrations of Latino professionals in the country, and also one of the largest communities of Salvadoran war refugees. The estimated Hispanic population in D.C. (pop. 628,500) is 85,000, or 13.5% of the total population. The population has increased dramatically in this decade (Mayor's Office on Latino Affairs, 1989).

» Hispanics are concentrated in two of the eight wards in the city, but no ward is less than 3% Latino (D.C. Government Indices, 1988).

» The majority of the city's Latino residents are undocumented immigrants who suffer widespread employment and housing abuse due to their status. They cannot legally work, have few urban job skills, and are not aware of the services which are available to them (Mayor's Office on Latino Affairs, 1989).

» There has been a 331% increase in the enrollment of Spanish-speaking students in the public schools since 1980 (D.C. Public Schools Division of Bilingual Education, 1989).

DCPS Language Minority Students
Top Ten Countries, 1987-88



Data from the DC Public Schools Division of Bilingual Education, 1989.

» The overall dropout rate from D.C. public schools is estimated at 42%. No data are available for Hispanics. (D.C. School Superintendent's Office, 1989).

» 72% of language minority students attending D.C. public schools are Latinos. Of these, 60% are from El Salvador (D.C. Public Schools Division of Bilingual Education, 1989).

» In 1980, D.C. Public Schools sponsored ESL programs in 12 schools. In 1987 there were ESL programs in 34 schools. In 1982, the system employed 27 ESL instructors; by 1987 it employed 124 (D.C. Public Schools Division of Bilingual Education, 1989).

» At the school system's ESL Adult Education Center, during the 1979-80 school year, Hispanics made up half the student body of 1,618, and 15% of Hispanic students were from El Salvador. Only three years later, the number of students enrolled at the Center had mushroomed to 3,865, and Salvadorans made up 80% of the 2,912 Hispanics attending the school (D.C. Public Schools Division of Bilingual Education, 1989).

"FACING the FACTS: Washington, D.C." was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with the University of the District of Columbia. Data were compiled by Basil V. Buchanan. For more information on Hispanic community involvement in dropout prevention in Washington, D.C., contact the UDC Office of International and Multicultural Programs, Building 39, Suite 202, 4200 Connecticut Avenue, NW, Washington, DC 20008. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989.

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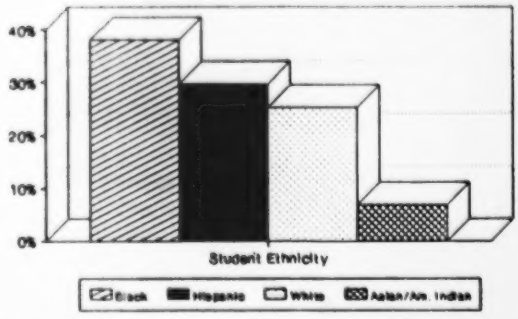
HISPANIC COMMUNITY MOBILIZATION FOR DROPOUT PREVENTION

Facing the Facts

Milwaukee, Wisconsin

Ethnic Diversity
Service Delivery Area IV



- The population of Milwaukee in 1985 was 611,292, of which Hispanics numbered 28,041, or 4.6%. Mexican Americans made up 59% of that number, Puerto Ricans 26%, and other Hispanics the remaining 15% (Department of City Development, 1985).
- Only 10.8% of Hispanics in Milwaukee work in managerial and professional occupations, compared to 19.3% of whites (Milwaukee Urban League, 1988).
- Education was listed as one of the top three concerns by Hispanics in Milwaukee, according to a recent survey. Key leaders in the Hispanic community rated education as their second most pressing concern (United Way, 1989).
- There were 95,482 students enrolled in Milwaukee Public Schools in 1986-87. Of these, 7,561 (6%) were Hispanic (Milwaukee Public Schools, 1987).
- In 1987, Hispanic public school staff numbered 223, 4.7% of the total staff of 4,740. Of these, 109 were teachers (Milwaukee Public Schools, 1987).
- The Milwaukee Public Schools are divided into six service delivery areas. One of these, Service Delivery Area IV, is the largest, the most ethnically diverse, and the SDA which includes the greatest number of Hispanic students. Of its 16,978 students, 38.2% are black, 29.7% are Hispanic, 25.2% are white, and 6.9% are Asian and Native American (Milwaukee Public Schools, 1989).
- Hispanics are concentrated in a few schools. The elementary schools with the highest concentration of Hispanic students were Vieau (83%), Kagel (71%), and Allen-Field (66%). Kosciuszko Middle School had a student population that was 49% Hispanic, while South Division High School had a 34% Hispanic enrollment (Milwaukee Public Schools, 1987).
- The overall grade point average for Hispanic high school students is 1.67 on a 4.0 scale. For white students it is 2.14 (Milwaukee Public Schools, 1987).
- The overall dropout rate in 1987-88 was 10.9%, while the Hispanic dropout rate was 14.5% (Milwaukee Public Schools, 1989).

"FACING the FACTS: Milwaukee, Wisconsin" was produced under the ASPIRA Association, Inc. project, Hispanic Community Mobilization for Dropout Prevention, in collaboration with the United Community Center. Data were compiled by Oscar Mireles. Fact sheet design: Elizabeth Weiser-Ramirez. Project Director: Elena Pell. 1989. For more information on Hispanic community involvement in dropout prevention in Milwaukee, contact the United Community Center, 1028 South 9th Street, Milwaukee, WI 53204.

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ASPIRA, Inc. of New Jersey
390 Broad Street
Newark, New Jersey 07104
(201) 484-3314

ASPIRA of New York, Inc.
332 East 149th Street
Bronx, New York 10451
(212) 292-2690

ASPIRA, Inc. of Pennsylvania
526 West Girard Avenue
Philadelphia, Pennsylvania 19123
(215) 923-2717

ASPIRA, Inc. de Puerto Rico
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Estacion 65 de Infanteria
Rio Piedras, Puerto Rico 00929
(809) 768-1985

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

United Community Center
1028 South 9th Street
Milwaukee, WI 53204
(414) 384-3100

Latin American Community Center
1202 W. 4th Street
Wilmington, DE 19805
(302) 655-7338

University of the District of Columbia
International and Multicultural Programs
Building 39, Suite 202
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Washington, DC 20008
(202) 282-3362

What is ASPIRA?

The ASPIRA Association, Inc. is a national nonprofit organization which since 1961 has served and advocated on behalf of Puerto Rican and other Latino youth. With major programmatic efforts in leadership development and education, ASPIRA also conducts research and informs plicymakers on issues critical to Latinos. Its ten offices are located in five states, Puerto Rico, and the District of Columbia. ASPIRA is the oldest and largest Hispanic youth organization in the country. Its central mission is advancing the development of the Latino community. To fulfill that mission, it provides over 13,000 youth annually with the emotional, intellectual, and practical resources they need to remain in school and contribute to their community.

What is the Institute for Policy Research?

In 1985, with initial funding from the Anheuser-Busch Companies and the De Witt Wallace/Reader's Digest Endowment Fund, ASPIRA established the Institute for Policy Research. Creation of this office marked a significant expansion of the research and policy analysis capability within the private, nonprofit sector of Hispanic organizations.

The objectives of the ASPIRA Institute for Policy Research are to:

- undertake policy analysis and research focusing on the urgent needs and problems confronting the Hispanic community at national, state, and local levels;
- prepare reliable and timely reports that assess and interpret prevailing policies of special concern to Latinos, providing alternative approaches and challenging commonly held assumptions;
- collaborate with public and private organizations in joint projects related to the education of Hispanics;
- develop pilot projects that address major educational needs of Hispanic students, as determined by needs assessments and data analyses, to serve as model programs for local, state, and national decision makers;
- increase the number of professional Latinos in educational policy analysis and research by serving as a research center for experienced researchers and interns; and
- advocate in favor of Latino youth and the Hispanic community by coordinating, preparing, and presenting policy analyses to appropriate decision-making bodies.